



Utah Student Planning Guide Grades 7–8

Selected highlights -

- Ready, Set, Go ...
- Jr. High Counts!
- Career Pathways
- Education Pays
- Secrets to School Success
- Your College and Career Plan

Junior high is a time to think seriously about what you want to accomplish in school and beyond. It all starts with learning more about yourself, so you can make informed choices and chart a course for success.

Ready, Set, Go!



This **Student Planning Guide** is designed to assist you as you **PLAN** for the future: **high school graduation, college**, and eventually a **career**. It is packed with information, so refer to it often.

Utah students can complete high school ready for college, career, and life by taking advantage of the opportunities available to them as they make their way from elementary to middle to high school. Here are some key words and phrases that describe the planning process, from 7th to 12th grades.

EXPLORE your way to success in 7th grade!

Every Utah student takes CTE Intro, a class that sets a strong foundation for exploration. Seventh grade students and their parents are introduced to the College and Career Ready (CCR) Planning process and the important role exploration plays in planning.

EXPAND on your 7th grade exploration in 8th grade by taking elective classes in Career and Technical Education (CTE), fine arts (art, music, and drama), a world language, and more. The planning process in 8th grade includes creating a 4-year plan for high school completion (9th, 10th, 11th, and 12th grades).

PLAN seriously in 9th grade. Take time in 9th grade to plan your school schedule to include classes **related** to your future goals - college and career. Plan to take classes that challenge and prepare you for your future. Learn about Applied Technology Centers, online courses, and other options and opportunities available.

SET GOALS in 10th grade to take classes that prepare you to be college and career ready. Your 4-year plan now includes education after high school. Take advantage of CTE classes, concurrent enrollment, and more. Set goals to get involved in student leadership organizations, participate in school activities, do some community service, take the most rigorous classes you can, and get the best grades possible.

DECIDE to succeed in 11th grade. Know where you are going after high school graduation and how to get there. Make all the necessary preparations to reach your goals. Be prepared for 1, 2, or 4 years of college education and training after high school.

APPLY in 12th grade all of the knowledge you have acquired. Know that you can go to college! College after high school is for all students. Keep your options open as you make plans to attend 1, 2, or 4 years of college.

Handy Web Reference List

Higher Education Utah <http://www.higheredutah.org/>
Step Up to College and Career <http://www.stepuputah.com/>
College Board (AP and SAT) <http://www.collegeboard.org/>
You Can Go to College! <http://youcango.collegeboard.org/>
ACT Test <http://www.actstudent.org/>
NCAA (for student athletes)
http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.html
Free Application for Student Aid <http://www.fafsa.ed.gov>



School Success Checklist



Put a check (✓) next to each statement that describes your current habits.

- 1. I show up on time and **attend school regularly** (no more than 6 absences a year).
- 2. I try to **sit close to the front** of the room in my classes.
- 3. I give my teachers **eye contact**.
- 4. I **ask questions** when I don't understand assignments.
- 5. I **participate** in class discussions.
- 6. I follow directions to **complete assignments** neatly and accurately.
- 7. I turn in assignments **on time**.
- 8. When I am absent, I ask for **make-up work** the day I return.
- 9. I do **extra credit** whenever it's an option.
- 10. I **take notes** in class and review them daily.
- 11. I **read regularly** for school assignments, but also for my own enjoyment.
- 12. I have a good place to study, and a regular **study time** at home.
- 13. I eat a **nutritious breakfast** every morning.
- 14. I get at least 7-8 hours of **sleep every night**.
- 15. I treat everyone **with respect** and behave well in all my classes.
- 16. The people I care about value **my opinions**.
- 17. I know what my **abilities and interests** are.
- 18. I have **a plan** for school success today and in the future.
- 19. My **school schedule** reflects my plan for success.
- 20. My **parents** are involved in my education.



Count up your check marks. If you have ...

- **12 or more** checks - you're well on your way to school success!
- **9-11** checks - you're working on being successful.
- **0-8** checks - get some help to identify new habits you can work on.

Junior High ... It's Fun and it Counts!



Junior High may seem a little scary to some students ...

Jr High ...

- Buildings are bigger and you'll have more classes than in elementary.
- You'll have a locker ...no more totes or cubbies!
- Many new classmates ...you may not know anyone in some classes.
- More freedom; highly structured classes are for kids!
- Know the rules and expectations; there will be differences.

Instead of ...

Which means ...

- Make a mental map and be organized.
- Memorize your combination; keep organized.
- You'll make new friends.
- Be more responsible and make good choices.
- Ask questions and be confident.

Some students think that their junior high school experience doesn't count.

Not true! The classes you take in 7th and 8th grade are carefully designed to prepare you for high school. By doing your *best* in junior high, you'll increase the opportunities you have in high school. The Utah State Board of Education has outlined the credits that students in grades 7 and 8 must earn to be properly prepared for grades 9-12.

Junior high students are expected to earn the following 12 credits in grades 7-8:

- Language Arts (2.0 units of credit = 2 years of study)
- Mathematics (2.0 units of credit)
- Science (1.5 units of credit = 1½ years of study)
- Social Studies (1.5 units of credit)
- Arts - Visual Arts, Music, Dance, Theatre (1.0 unit of credit)
- Physical Education (1.0 unit of credit)
- Health Education (0.5 unit of credit = ½ year of study)
- Career and Technical Education (CTE) Introduction (1.0 unit of credit)
- Other junior high choices (1.5 unit of credit):
 - Educational Technology
 - World Languages
 - Reading
 - Electives



Honors Courses

Students may choose to take honors courses based on their interests, strengths, and potential. Honors classes offer increased depth and complexity in core subject areas. Students develop independence, and critical and creative thinking skills. Problem-based learning and concept-based instruction are key strategies. Honors coursework prepares students for future advanced course options - e.g., concurrent enrollment, advanced placement, and international baccalaureate.

Gifted Courses

To explore educational programs available to gifted and talented learners, talk with a school counselor or school or district administrators. In addition, visit the [Gifted and Talented](#) page on the Utah State Office of Education website.





Turns out that all those good habits your teachers and parents have been encouraging will serve you well in school and beyond.

Homework Hints

Before starting your homework, set a "start" and "stop" time that doesn't go over two hours. During that two hours, use a "20-minutes-on, 10-minutes-off" approach.

- During a "20-minutes-on" period, sit in an area free from all distractions. (Yes, this means no cell phone!)
- Work on assignments for 20 minutes straight; take a 10 minute break.
- During your breaks, get up, move around, do something to take your mind off your homework.
- Work on hardest assignments first.
- Keep alternating - 20 minutes of focused attention on homework, 10-minute breaks - until your two hour session is over.
- Place your homework assignments in the folder(s) you have designated.
- Turn in your assignments on time.
- Find a homework helper - friend, classmate, parent - if you need one.
- Make homework a priority, and ask everyone to respect your homework time.

Get Organized

- Make sure you have the supplies you need on hand.
- Track what you do in class using a calendar or planner.
- Have a binder or file folder for each class, with a secure place for notes and assignments.
- Have a well-organized space where you can study without distractions.



No Excuses

"I don't understand it!" - Ask your teacher for help before the school day is over. Do all you can do, and then figure out where you're stuck. At home, ask an adult or your older brother or sister for help.

"I can't ever finish it!" - Find out why. Are you distracted? Are you having trouble in a certain subject? Ask your teacher or a parent for some advice about managing your time.

"I forget to take my books home!" - Remind yourself each day before you leave school to do a "Backpack Check." Do you have everything you need? Write yourself reminders on your notebook or in your locker - whatever works for you.

The great thing about doing your homework is the feeling you get when it's DONE!

Habitually ...Prepared

What's Your "Holland Code?"

According to career theorist, Dr. John Holland, people typically fall into one or two top interest categories. Moreover, his theory proposes that there are corresponding work environments that support the interests of each category. The better the "match" between a person and his/her work environment, the higher the **job satisfaction** of the worker.

Complete the checklists to discover your Holland code(s). Simply mark each of the statements in each category below that best describe you. Count up the number of checks and record in the space provided at the end of each column.

 <p>Technical</p> <p>Alternate category titles: Realistic, Doer</p> <p>Would you describe yourself as a:</p> <ul style="list-style-type: none"> <input type="checkbox"/> "Hands-on" learner? <input type="checkbox"/> Good athlete? <input type="checkbox"/> Hard-worker? <input type="checkbox"/> A nature lover? <p>Are you good at:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fixing things? <input type="checkbox"/> Using tools? <input type="checkbox"/> Building things? <input type="checkbox"/> Running machines? <p>Are you interested in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Working outdoors? <input type="checkbox"/> Being active? <input type="checkbox"/> Work with plants or animals? <input type="checkbox"/> Figuring out a better way to do things? <p>Would you rather avoid:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Doing paperwork? <input type="checkbox"/> Being "prim and proper?" <p style="text-align: center;">R =</p>	 <p>Scientific</p> <p>Alternate category titles: Investigative, Thinker</p> <p>Would you describe yourself as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Especially smart? <input type="checkbox"/> Academically inclined? <input type="checkbox"/> Logical and analytical? <input type="checkbox"/> A patient observer? <p>Are you good at:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Solving math problems? <input type="checkbox"/> Doing careful research? <input type="checkbox"/> Using computers? <input type="checkbox"/> Understanding scientific principles? <p>Are you interested in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Performing experiments? <input type="checkbox"/> Reading about science? <input type="checkbox"/> Inventing things? <input type="checkbox"/> Exploring new ideas? <p>Would you rather avoid:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Physical activity? <input type="checkbox"/> Working with a lot of people? <p style="text-align: center;">I =</p>	 <p>Arts</p> <p>Alternate category titles: Artistic, Creator</p> <p>Would you describe yourself as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Highly creative? <input type="checkbox"/> Original and unique? <input type="checkbox"/> Particularly sensitive? <input type="checkbox"/> Independent? <p>Are you good at:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing stories or scripts? <input type="checkbox"/> Designing works of art? <input type="checkbox"/> Playing musical instruments? <input type="checkbox"/> Performing or acting? <p>Are you interested in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expressing yourself? <input type="checkbox"/> Working on crafts? <input type="checkbox"/> Using your imagination? <input type="checkbox"/> Artistic activities such as concerts, plays, art shows? <p>Would you rather avoid:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Obeying a bunch of rules? <input type="checkbox"/> Always following tradition? <p style="text-align: center;">A =</p>
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 <p>Social & Human Services</p>	 <p>Admin. (Administration)</p>	 <p>Business</p>
<p>Alternate category titles: Social, Helper</p>	<p>Alternate category titles: Enterprising, Persuader</p>	<p>Alternate category titles: Conventional, Organizer</p>
<p>Would you describe yourself as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understanding? <input type="checkbox"/> Especially considerate? <input type="checkbox"/> Kindhearted? <input type="checkbox"/> Very willing to give to others? 	<p>Would you describe yourself as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Extremely popular? <input type="checkbox"/> Unusually ambitious? <input type="checkbox"/> A risk-taker? <input type="checkbox"/> Out-going? 	<p>Would you describe yourself as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Highly dependable? <input type="checkbox"/> Efficient? <input type="checkbox"/> Well organized? <input type="checkbox"/> Able to focus on details?
<p>Are you good at:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assisting others? <input type="checkbox"/> Communicating ideas? <input type="checkbox"/> Organizing activities? <input type="checkbox"/> Cooperating with others to get things done? 	<p>Are you good at:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Motivating people? <input type="checkbox"/> Selling things? <input type="checkbox"/> Starting projects? <input type="checkbox"/> Giving speeches? 	<p>Are you good at:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Keeping accurate records? <input type="checkbox"/> Following set procedures? <input type="checkbox"/> Using office equipment? <input type="checkbox"/> Working with numbers?
<p>Are you interested in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Helping people? <input type="checkbox"/> Being a volunteer? <input type="checkbox"/> Teaching others? <input type="checkbox"/> Giving advice? 	<p>Are you interested in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Running for office? <input type="checkbox"/> Earning awards? <input type="checkbox"/> Being the boss? <input type="checkbox"/> Winning awards? 	<p>Are you interested in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meeting defined standards? <input type="checkbox"/> Using computers? <input type="checkbox"/> Keeping things orderly? <input type="checkbox"/> Being part of a large organization?
<p>Would you rather avoid:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dealing with a lot of facts and figures? <input type="checkbox"/> Working with machines? 	<p>Would you rather avoid:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Working alone? <input type="checkbox"/> Routines that don't change? 	<p>Would you rather avoid:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Situations where rules are vague? <input type="checkbox"/> Making a lot of decisions?
S =	E =	C =

Circle the letters below that are your top two interest areas. According to Holland, you'll be most satisfied working in occupations that support your highest area(s) of interest. To follow are sample occupations* that are in demand and well-paying for each area.

R	Realistic occupations: Auto Mechanics, Brickmasons, Construction Managers, Plumbers, Telecommunications Equipment Installers, Vehicle Operators, Welder.
I	Investigative occupations: Biomedical Engineer, Computer Systems Analysts, Mechanical Engineers, Network Systems Administrators, Surgical Technologists.
A	Artistic occupations: Art Directors, Commercial/Industrial Designers, Interior Designer.
S	Social occupations: Medical Assistants, Occupational Therapists, Registered Nurses, Social Service Managers, Social Workers, Teachers, Vocational and School Counselors.
E	Enterprising occupations: Advertising Sales Agents, Chief Executives, Education Administrators, Lawyers, Marketing Managers, Sales Managers, Real Estate Brokers.
C	Conventional occupations: Accountants, Bookkeeping Clerks, Budget Analysts, Claims Adjustors, Financial Managers, Loan Officers, Secretaries, Shipping and Receiving Clerks.

***Talk to your school counselor** to learn more about using your interest codes to find jobs that suit you!

Utah Career Pathways

“Conventional”

- Accounting & Finance
- Business Administrative Support
- Business Technology Support
- Medical Office Administrative Assistant

“Realistic”

- Automotive Collision Repair
- Automotive Service Technician
- Electronics
- Heavy Duty Diesel
- Firefighting
- Law Enforcement
- Food Service & Culinary Arts
- Agricultural Systems Technology
- Carpentry
- Electrician
- HVAC
- Plumbing
- Television Broadcasting Technician
- Radio Broadcasting Technician
- Cabinetmaking/ Mill Work
- Design Technology
- Graphics/ Printing
- Machine Tool
- Welding

“Enterprising”

- Business Entrepreneurship
- Business Management
- Marketing Entrepreneurship
- Marketing Management
- Sales & Service Marketing
- Travel & Tourism

Business

Technical

**Admin.
(Administration)**

Completion of a Career Pathway is a key component of a student's College and Career Plan.

Scientific

“Investigative”

- Horticulture Science
- Natural Resource Science
- Production/Processing Animal Science
- Production/Processing Plant & Soil Science
- Production/Processing Science
- Food Science, Dietetics & Nutrition
- Biotechnology
- Clinical Lab & Medical Forensics
- Dental
- Pharmacy
- Surgical Technician
- Database Development & Administration
- Technical Support
- Web Development & Administration
- Network Systems
- Programming/ Software Development
- Pre-Engineering
- Project Lead the Way

**Social
& Human
Services**

Arts

“Social”

- Child Development
- Consumer Economics Services
- Family & Human Svcs.
- Hospitality Services
- Emergency Medical Technician (EMT)
- Nursing
- Medical Assistant
- Therapeutic Rehabilitation/Exercise
- Cosmetology/Barbering
- Esthetician/Nail Technician

“Artistic”

- Fashion Design
- Interior Design
- Digital Media (Multimedia)
- Commercial Art
- Commercial Photography



Complete a CTE Pathway!

What is a Career Pathway?

A Career Pathway is a sequence of courses within your area of interest. A Pathway is your educational road map, preparing and guiding you, to the high school courses and postsecondary options most relevant to your chosen college and career destination.

Like GPS for Course Planning!

Benefits of Completing a Pathway

- Pathways make it easy to see the ways the skills you are **learning today will be used tomorrow** - in other courses and on the job.
- Completing a Pathway makes the **transition** to life after high school easier. Next step opportunities are described when you participate in a Pathway.
- Completing a CTE Career Pathway brings focus to your high school studies, allowing you to develop **technical skills and obtain the academic knowledge** needed for further training and/or a good job, depending on your personal plan.
- Pathways offer opportunities for career exploration and **Work-Based Learning** specifically related to your career interests.
- Participating in a CTE Pathway will maximize your chance to complete related skill certification tests and earn a **CTE Skill Certificate** that confirms your achievements.
- CTE Pathways encourage your participation in a **Career and Technical Student Organization (CTSO)**, resulting in a network of friends with similar interests as well as enhanced opportunities to develop and apply new skills.
- Many Pathway courses offer concurrent enrollment credit, giving you the opportunity to earn **college credit while still in high school**.



Taking a course within a CTE Pathway makes you eligible for a CTE Scholarship and Tuition Award!

7 Kinds of SMART



Einstein once said, "Imagination is more important than knowledge." That may have been the beginning of the idea that people can be smart in different ways.

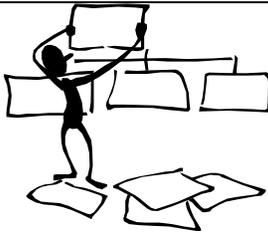
Check the statements in the first column below that reflect what you know about yourself. If you have three checks in a category, think about how you can use that kind of smart in school and work.

<ul style="list-style-type: none"> <input type="checkbox"/> I can easily remember what people say. <input type="checkbox"/> I am an avid reader. <input type="checkbox"/> I am a good speller. 	<p>Linguistic Intelligence You are good with language; love reading and writing. You are a good listener, as well as a confident speaker.</p>
<ul style="list-style-type: none"> <input type="checkbox"/> I like music more than art. <input type="checkbox"/> Without music, life isn't any fun. <input type="checkbox"/> When I am alone, I usually have music playing or I hum or sing to myself. 	<p>Musical Intelligence You are sensitive to melody, rhythm, musical patterns, and pitch. You play one or more instruments and appreciate different types of music.</p>
<ul style="list-style-type: none"> <input type="checkbox"/> I can multiply and add quickly in my head. <input type="checkbox"/> I have always been good with fractions. <input type="checkbox"/> I love <i>Sudoku!</i> 	<p>Logical-Mathematical Intelligence You easily learn patterns, numbers, calculations and math concepts. You like games, riddles, puzzles, brainteasers and computers.</p>
<ul style="list-style-type: none"> <input type="checkbox"/> When I recall an experience, I mostly see a picture of it in my mind. <input type="checkbox"/> When looking at objects on paper, I can easily tell whether they are the same no matter which way they are shown on the page. <input type="checkbox"/> I don't need <i>GPS</i> to know my direction. 	<p>Visual-Spatial Intelligence You understand how objects and figures relate in 3-D space and are able to rotate shapes mentally to see them from all angles. You enjoy chess, puzzles, Legos™ and maps.</p>
<ul style="list-style-type: none"> <input type="checkbox"/> It is hard for me to sit still for very long. <input type="checkbox"/> I learn best by doing. <input type="checkbox"/> I love working with my hands and building or making things. 	<p>Bodily-Kinesthetic Intelligence You are good at handling and manipulating objects. You have excellent body and/or fine motor control and move with grace.</p>
<ul style="list-style-type: none"> <input type="checkbox"/> I can strike up a conversation with most anyone. <input type="checkbox"/> It's easy to talk for long periods of time on the phone with my friends. <input type="checkbox"/> I have served as a student leader. 	<p>Interpersonal Intelligence You get along well with, and understand other people and their feelings. You are a natural leader and/or mediator.</p>
<ul style="list-style-type: none"> <input type="checkbox"/> When I recall an experience, I mostly remember how I felt about it. <input type="checkbox"/> I enjoy my time alone. <input type="checkbox"/> I know how to put together a good plan. 	<p>Intrapersonal Intelligence You have keen insight into yourself and are able to successfully manage your emotions. You like setting goals and enjoy trying to achieve them.</p>

Employability Skills Self-Assessment

For jobs in today's "information age," you'll need to develop the skills that are valued by organizations that are dealing with a flood of information. Organizations have to change rapidly in response new information, and they face new issues on a daily basis..

Complete the checklists below to help you evaluate what skills you have now, and what skills you need to work on in order to find career success. Check the activities in each category below that are easy for you. If the activity is difficult, or if you have no experience with the activity, leave it blank.



ADAPT

These things are easy for me:

- I can find something else to do if someone doesn't show up as planned,
- I adjust my language to match the language being used by the larger group.
- I am open to new ideas and techniques.
- I pay attention to others' comments and actions and adjust my own in response.
- I change my mind in light of new information.

Total for "Adapt"



INNOVATE

These things are easy for me:

- I can find new solutions to old problems.
- I often fix things using unconventional means.
- I can brainstorm new ways to use tools and technology.
- I have ideas to improve almost everything I use.
- I use my imagination.

Total for "Innovate"



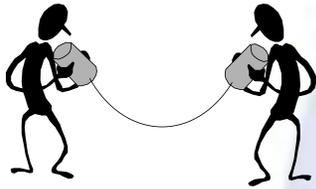
COLLABORATE

These things are easy for me:

- I can work effectively on a team.
- I bring people together and help everyone agree on a course of action.
- I can motivate others.
- I respect people who are different than me, and consider their perspectives.
- I recognize the strengths of others.

Total for "Collaborate"





COMMUNICATE

These things are easy for me:

- I can listen to others without the urge to interrupt.
- I use words, gestures, and body language to get my point across.
- I am able to write - school papers, social media posts, texts - to effectively communicate with others.
- I read for fun, but also to learn new things.
- I take advantage of technology (mobile phones, apps,, etc.) to improve my ability to communicate.

Total for "Communicate"



SOLVE PROBLEMS

These things are easy for me:

- I can analyze a problem to determine the causes.
- I can recognize the effects of a problem.
- I can describe the important aspects of a problem to others.
- I can figure out several possible solutions to a problem.
- I can define what steps to take in order to solve a problem.

Total for "Solve Problems"

The things that you've marked as "easy" for you indicate that you are developing the associated skill. For each category, if you marked -

4-5 Activities	You are well on your way to having this employability skill, but should continue to practice the skill and demonstrate it in ways that others will your competency.
2-3 Activities	You are still learning the skill. Get help from your teachers and your parents in order to improve.
0-1 Activities	You probably need to learn more about how this skill can help you be successful. It might be helpful to get advice about specific activities you can try in order to build this skill.

Are You A Good Test Taker?

Answer these questions - Yes or No - to find out!

- Y N 1. Do you make sure that you understand what will be on the test?
- Y N 2. Do you know the format of the test - multiple choice, true or false, essay, etc.?
- Y N 3. Do you review the information for the test and jot down memory aids, formulas or facts that you might forget?
- Y N 4. Do you stay up late studying the night before a test?
- Y N 5. Do you feel confident about what you know?
- Y N 6. Do you wait until the last minute before the bell to arrive for a test?
- Y N 7. Do you listen carefully to directions before beginning a test?
- Y N 8. Do you hurry to complete the test before everyone else?
- Y N 9. Do you go back and change answers after you finish a test?
- Y N 10. When you get a corrected test back, do you review the items you missed?

Test Taking Strategies

1. **Read directions** carefully before you start!
2. Glance over the entire test – is there a side 2? Know how many items there are and **pace yourself**.
3. Answer **true/false and multiple choice** items first.
4. If you get stuck on an item, **move on**; you can come back if there's time.
5. The first sentence of your essay should **re-state the question** and help you develop an organized response.
6. **Review all your answers**, checking math, spelling and other small details that may need correcting, but **do not change an answer unless you are 100% sure!**

If you answered **YES** ...

To items 1, 2, 3, 5, 7, and 10, you apparently know how important it is to know what kind of test you'll be taking, to review the information using memory tricks that work for you, and to pay attention to the teacher's instructions. This should all help you feel more confident and relaxed during the test.

The best answer to the following items is **NO**:

4. Don't wait to "cram" the night before a test. Study over a period of days, then review the night before. A **good night's sleep** will help you think clearly during the test.
6. **Arrive in plenty of time** to get settled, organize your materials, and to take a deep, relaxing breath.
8. There aren't any extra points for being the first to finish, so simply move through the items at a pace that gives you **time to do your best work**.
10. You can **learn from your mistakes**, and an old test makes a good study guide for the next one!



It's Not Too Early to Think About ...

Paying for College

**Every dollar saved
is a dollar less you
will have to borrow
to go to college.
Every dollar you
borrow will cost you
two dollars by the
time you pay back
the loan.**

-Frank Frantozzi, CEO
Planned Financial Services



Start saving a portion of your allowance, birthday money, and any other money you receive for college. No matter how much or how little you save, every cent makes a difference in affording your higher education!

It's important that you and your family prepare to pay the costs of college (save, save, save!), but many students also take advantage of **financial aid**.

Financial aid is money that **helps you pay for 1, 2, 4 or more** years of education beyond high school. The money comes from the U.S. government, the state where you live, the college you attend, or even from private sources. But, **you have to apply** to get it!

There are **two basic types** of financial aid.

- **"Gift" aid**, such as grants and scholarships, is money that does not have to be paid back.
- **"Self-help" aid**, like work-study and loans, is money that you work for or that you will need to pay back later.

Now is a great time to start thinking about scholarships, as **you can qualify** based on:

- **Good grades**
- **Service** to others
- **Creative, athletic, or other abilities**
- **Group membership** - cultural, ethnic, religious, or other

Visit the **Student Gateway to Federal Student Aid** brought to you by the U.S. Department of Education:

<http://studentaid.ed.gov/>

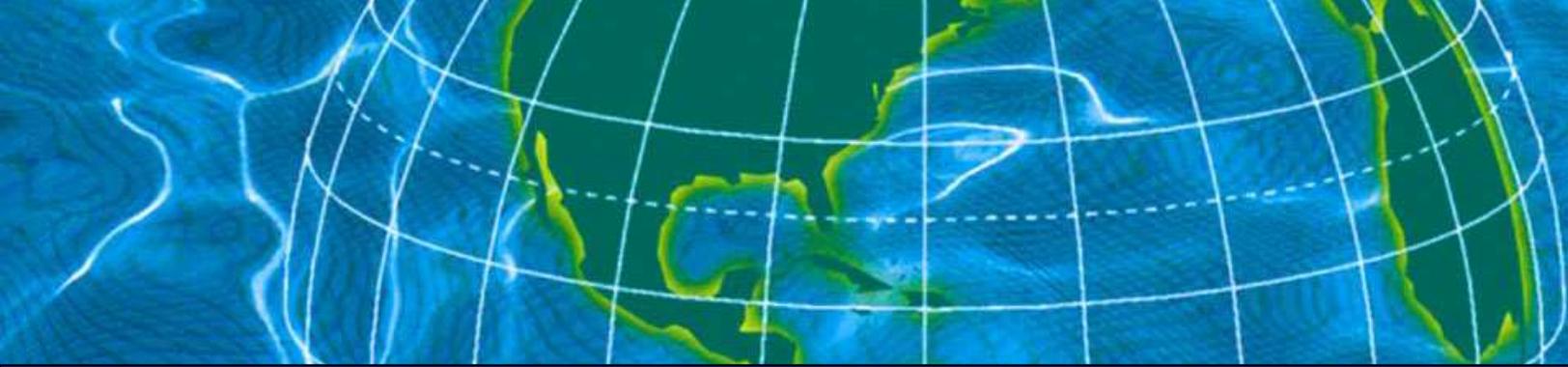
Learn how you qualify for aid, how to apply, and more!

If you want to go to college, and you're willing to work at it, you **can find the money to pay for it**.

As you develop your plan, find out –

- What it costs to attend the college(s) of your choice
- What your parents plan to contribute, including whether they expect you to live at home
- What characteristics will earn you a scholarship





A note to parents ...

Parents and students alike might be a bit anxious about the move to junior high when everything changes - or so it might seem. The school is bigger, there's more homework - from more than one teacher - and students are going through a lot of personal changes, maybe even rejecting your help and involvement in their lives.

This is no time to step back! Research* shows that students with involved parents are more likely to:

- Earn higher grades and test scores;
- Enroll in higher level programs;
- Attend school regularly;
- Have better social skills;
- Graduate from high school on time; and -
- Go on to 1, 2, 4 or more years of college.

Get involved at a level that suits you and your student. If your school administration isn't reaching out to you, reach out to them. Find out what you can do to help, and how best to contribute to your child's success and the success of the school.

If you can only commit to one in-person appearance at school this year, be there for your student's planning meeting!



- *A New Wave Of Evidence: The Impact of School, Family and Community Connections on Student Achievement*
<http://www.sedl.org/connections/resources/evidence.pdf>